

Self-Efficacy Perceptions of Instructors Who Teach Turkish as a Foreign Language on Web 2.0 Rapid Content Development for Educational Purposes

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Abstract

This study aims to examine the self-efficacy of instructors who teach Turkish as a foreign language for educational Web 2.0 rapid content development in terms of various variables. The study consists of 155 instructors who teach Turkish in various institutions. This study, which was designed according to the scanning model, is descriptive field research. The scale developed by Birişçi, Kul, Aksu, Akaslan, and Çelik (2018) was used to determine the self-efficacy of the trainers for Web 2.0 rapid content development for educational purposes. Analysis results indicated no significant differences between the variables of gender, technology use in language teaching before COVID-19, the continuation of distance Turkish teaching after COVID-19, and self-efficacy. A significant difference was detected between the education level of the study group, their experience in the field, distance education experience before Covid-19, and their self-efficacy for Web 2.0 rapid content development. The Covid-19 process raised important awareness in terms of teaching Turkish to foreigners remotely. In the information age, it is very important to increase the awareness and experience of teachers who teach Turkish to foreigners remotely about teaching a foreign language with digital tools.

Keywords: Self-efficacy, Teaching Turkish to foreigners, Distance education, Web 2.0 tools.

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Introduction

The use of technology in education and the integration of technology with educational environments have a long history. The distance education process, which started with the telegraph in the 19th century, continued with teaching by letter and underwent a transformation with the invention of the radio. In the broadcasts made on the radio, the students heard the teacher's voice for the first time and continued their education by listening. The invention of television and the presentation of sound and image in tandem made distance education easier. However, distance education experienced its real transformation with the invention of the internet. This feature of the internet, which provides audio and video communication between people who are far from each other in different parts of the world, has been used effectively and widely in the field of education as well.

Tools such as radio and television used in distance education have some deficiencies in terms of interaction and communication between the producer of the content, the narrator, and the student. These tools are one-way tools where the users consume the ready-made content due to reasons such as the listener or viewer's inability to interfere with the content or to create content. In this respect, these tools are considered within the scope of Web 1.0 technology (Yeşiltaş, 2020). The term Web 2.0 is used to describe more advanced online tools than Web 1.0 tools. The concept of Web 2.0 first emerged as a result of brainstorming during a media session at an international conference (O'Reilly, 2007). With Web 2.0 tools, individuals can produce content without requiring any software knowledge. Rather than passively receiving the information in the environment presented to them, they can share it with the interested parties. Eser (2020) stated that today, teachers use Web 2.0 tools to develop content, which does not require any computer use or software skills. According to Yalman and Başaran (2018), Web 2.0 applications are "technology that facilitates interaction with users in distance education". In addition, these technologies assist teachers and students in creating content, implementing teaching activities, and sharing them with others. Horzum (2010) mentioned that the main focus of Web 1.0 is the information placed on the site by people with technical knowledge, and stated that individuals become web literate thanks to Web 2.0 tools. These opportunities provided by the Web 2.0 tools to the users have brought the educational institutions with them, enabling instructors to produce their own content and use it independently in the classroom environment. Chartrand (2012: 98) stated that social networks (Facebook, YouTube, Twitter, etc.) minimized instructors' problems about lack of materials and students' problems about not being able to access the content instantly in order to improve their language skills outside of the classroom. However, since internet access is mandatory in order to use social networks, considering that individuals without internet access will have problems, Web 2.0 tools with offline use are more advantageous than social networking applications. In both cases, since the teacher and student interaction are possible, teaching activities outside the classroom and assigning tasks to students in different environments are important practices in terms of foreign language teaching.

Web 2.0 tools are not media where information is transferred as it is. These tools also require the application of the given knowledge by the student. In this respect, they also provide students with an environment where they practice the things they have learned by moving them beyond a position where they only receive and memorize information. However, the effective use of these tools depends on teachers' ability to use them (Alhassan, 2017). In order to fully integrate Web 2.0 tools into the classroom environment and curricula, existing traditional understanding and tools should be transformed, and the teacher should have a facilitating and guiding position in the use of these tools. When creating content for online tools and designing activities for this content, tutorials or content developers should consider the level and readiness of the target audience. Teachers should be able to choose technological tools suitable for their students' levels and follow new technologies to use them in the classroom (Wright and Akgündüz, 2018). In our age, information is easily accessible and can be shared quickly. These developments have also facilitated the coordination of work, time management, and personal development (Say and Yıldırım, 2020). Therefore, besides the general pedagogical principles and the criteria of foreign language teaching, students' technological literacy, their technological infrastructure and equipment, and cultural elements should also be taken into consideration in teaching Turkish as a foreign language. In addition, it is important for instructors to be aware of which online application and in which skill area should be utilized. Tanrikulu (2021) states that language teachers' content development skills and perceptions should be changed by encouraging language teachers and prospective teachers to use digital materials, content development tools, and Web 2.0 environments. In this regard, Dynet, a web-based application developed for teaching English, was reported to be regarded as time-consuming and a great burden by English teachers. However, instructors should have good background knowledge as well as awareness of web-based foreign language teaching practices (Tılfarlıoğlu, 2011). Computer-assisted foreign language teaching or distance learning is very helpful in oral expression, particularly for shy and introverted students, for overcoming these obstacles (Chang, Pearman and Farha, 2012; Kuznetsova and Soomra, 2019).

The skills of teachers to recognize, use and create content for online tools are now a necessity in the 21st century in terms of bringing technology to educational environments. Teachers have started to follow and learn new practices in order to attract the attention of a new generation of students (Onbaşı, 2020). There are significant differences between the expectations of an individual who was born in and after 2000, both while studying in their mother tongue and while learning a foreign language, and the expectations of an individual who did not receive an education so intertwined with technology. Prensky (2001) defines the generation that grew up with the internet, computers, and other technological tools as digital natives. According to Prensky (2001), digital immigrants are the generation that is familiar with technology (TV, radio, etc.), but not with advanced technology developed in later periods. From this point of view, digital immigrants' learning the

technological language of digital natives and catching their technology is an important requirement. This also applies to trainers, educational institutions, and other relevant stakeholders in educational environments. Although the learning process is unimaginable without a teacher, the role of the teacher has evolved over the last century to situations such as preparing content and guiding students. If the obligations that technological tools bring to the educational environment are not understood well, they may fall into the position of digital immigrants due to the impression that a language different from that of the target audience is spoken. This will lead to failure for teachers, students, and educational institutions. For this reason, teachers' having 21st-century skills in technology topics such as digital tools and innovations (Demirci and Yılmaz, 2021) is believed to help them to teach these skills. If teachers who teach Turkish as a foreign language have these skills, they can teach Turkish in a shorter time. The improvements in teaching on the Internet increase the importance of teachers' self-efficacy for teaching to be realized with these tools (Gömleksiz & Fidan, 2011: 597).

Aim

1. The purpose of this study is to determine the self-efficacy perceptions of instructors who teach Turkish as a foreign language regarding educational Web 2.0 rapid content development and to examine these perceptions in terms of various variables. The sub-problems of the study are as follows:
2. Is there a significant difference between the self-efficacy perceptions of instructors who teach Turkish as a foreign language for Web 2.0 rapid content development and the gender variable?
3. Is there a significant difference between the self-efficacy perceptions of instructors who teach Turkish as a foreign language for Web 2.0 rapid content development and the education level variable?
4. Is there a significant difference between the self-efficacy perceptions of instructors who teach Turkish as a foreign language for Web 2.0 rapid content development and the experience variable?
5. Is there a significant difference between the self-efficacy perceptions of instructors who teach Turkish as a foreign language for Web 2.0 rapid content development and the variable of distance education experience before the COVID-19 outbreak?
6. Is there a significant difference between the self-efficacy perceptions of instructors who teach Turkish as a foreign language for Web 2.0 rapid content development and the variable of receiving training in the use of technology in language teaching?

7. Is there a significant difference between the self-efficacy perceptions of instructors who teach Turkish as a foreign language for Web 2.0 rapid content development and the success of distance teaching of Turkish to foreigners?
8. Is there a significant difference between the self-efficacy perceptions of instructors who teach Turkish as a foreign language for Web 2.0 rapid content development and their willingness to continue teaching Turkish remotely after COVID-19?

Method

Research Design

This study utilized a quantitative design for data collection and analysis. The study is a field study that was designed according to the survey model. The survey model, which is one of the quantitative research models, aims to describe an existing phenomenon as it is (Karasar, 2003).

Study group

The study group of this study consists of 155 instructors who teach Turkish to foreigners at different levels remotely. Table 1 presents the characteristics of the study group.

Table 1. Descriptive characteristics of the study group.

Variables	Group	Frequency (f)	Percentage (%)
Gender	Man	40	25.8
	Woman	115	74.2
	Total	155	100.0
Level of Education	Undergraduate	44	28.4
	Degree	94	60.6
	Doctorate	17	11.0
	Total	155	100.0
Institution	Yunus Emre Institute	14	9.0
	TOMER	96	61.9
	MEB-PIKTES	17	11.0
	Private Course	22	14.2
	Maarif Foundation Schools	6	3.9
	Total	155	100.0
Experience (years)	0-1 years	30	19.4
	2-4 years	80	51.6
	5+ years	45	29.0
	Total	155	100.0
The pre-COVID-19 DTTF Experience	Yes	51	32.9
	No	104	67.1
	Total	155	100.0
Distance Teaching Experience	Language Education Yes	52	33.5
	No	103	66.5
	Total	155	100.0
Perspective on Distance Teaching Turkish to Foreigners	Negative	34	21.9
	Indecisive	28	18.1
	Positive	93	60.0
	Total	155	100.0

Are DTT Materials Sufficient for Foreigners?	Yes	20	12.9
	Partially	51	32.9
	No	84	54.2
	Total	155	100.0
Is DTT to Foreigners successful?	Yes	23	14.8
	I'm undecided	92	59.4
	No	40	25.8
	Total	155	100.0
Should DTT to Foreigners Continue after Covid-19 as well?	Yes	83	53.5
	I'm undecided	19	12.3
	No	53	34.2
	Total	155	100.0

The study group of the present study consisted of 40 men (28.8%) and 115 (74.2%) women. Of all the participants, 44 (28.4%) had an undergraduate degree, 94 (60.6%) had a master's degree, and 17 (11.0%) had a doctoral degree. In addition, 14 (9.0%) of the participants worked in Yunus Emre Institutes, 96 (61.9%) worked in TÖMER, 17 (11.0%) worked in PIKTES project, and 6 (3.9%) worked in Maarif Foundation Schools in Turkey. As for years of experience in the profession, 30 (19.4%) participants had 0-1 years, 80 (51.6%) participants had 2-4 years, and 45 (29.0%) participants had more than 5 years of experience. In addition, 104 (67.1%) participating instructors did not have any experience in distance education experience in teaching Turkish to foreigners before the COVID-19 pandemic, and 103 instructors (66.5%) did not have any training on distance foreign language teaching. While 93 instructors (60%) approached the distance education of Turkish to foreigners positively, 84 instructors (54.2%) stated that the materials developed for distance education of Turkish to foreigners were insufficient. While a significant portion of the instructors (59.4%) was undecided about the success of distance teaching of Turkish to foreigners, 83 (53.5%) of the instructors defended the view that the Turkish language should continue with distance education for foreigners after the COVID-19 outbreak as well.

Data Collection Tools

The Web 2.0 Rapid Content Development Scale for Determining Self-Efficacy Belief (W2 SEBS), developed by Birişçi, Kul, Aksu, Akaslan, and Çelik (2018), was used as the data collection tool in the study. The validity and reliability of the scale were tested on the data collected from pre-service teachers. There are a total of 21 items in the scale consisting of the sub-scales of preparation of the course content, presentation of the course content, and evaluation of the learning outcomes. According to exploratory factor analysis (EFA) results, 13 items with factor load values ranging from 0.5 to 0.76 constitute the preparing the course content sub-scale, 4 items with factor load values between 0.64 and 0.79 constitute the presentation sub-scale, and 4 items with factor load values between 0.58 and 0.67 constitute the evaluation sub-scale. Internal consistency coefficients were detected as .93 for the preparation sub-scale, .85 for the presentation sub-scale, .84 for the evaluation sub-scale, and .95 for the overall scale. As a result of the confirmatory factor analysis (CFA)

performed after the reliability and validity coefficients of the scale were determined, goodness-of-fit indices of $\chi^2=516.18$, $\chi^2/df=2.86$, RMSEA=0.074, SRMR=0.053, NFI=0.9, CFI=0.94, RFI=0.85 and IFI=0.94 were found. These data show that the goodness-of-fit indices of the scale are at an acceptable level and that the scale is valid and reliable.

The ethics committee application was submitted before the implementation phase of the study. At the meeting numbered 2020/11 in Istanbul Aydın University Social Sciences Ethics Committee, it was unanimously decided that the implementation of the study is ethically appropriate. After the positive result of the ethics committee, the implementation phase was started.

Data Analysis

The data obtained in the study were analyzed using the SPSS 21.0 program to obtain the findings. Frequencies and percentages were used to determine the demographic characteristics of the study group. Before proceeding to the analyses for the sub-problems, the normality analysis of the data was performed, and which of the parametric or non-parametric analysis techniques to be used was determined. Table 2 demonstrates findings of the normality distribution of the data.

Table 2. Findings of the normality analysis of the data.

	Distortion	Skew error	z_skewness	Kurtosis	Kurtosis error	z_kurtosis
W2SEBS Total score	-.836	.195	-4.287	.382	.387	.987

There are many ways to test the normality of the data in a study. One of these ways is to have the skewness and kurtosis values close to 0. Field (2009) states that when one of the skewness and kurtosis Z scores is greater than 1.96, the data do not show a normal distribution at the 0.05 level. Table 2 shows that the z-score of the kurtosis value is less than 1.96. This finding shows that the data has a normal distribution. For this reason, parametric analysis techniques were used in the analysis of the data. The independent measures t-test was used to test the significance between the scores of two unrelated variables, and the ANOVA test was used to test the significance between the scores of three or more variables. Tukey's multiple comparison technique was used to determine the source of variance between groups.

Findings and Interpretation

The findings obtained from the analyses regarding the problems of the study are presented below.

Findings related to the first problem: The t-test results of the scores were used for the first problem of the study. Findings are demonstrated in Table 3.

Table 3. The scores of instructors who teach Turkish as a foreign language (W2SEBS) and the t-test results for the gender variable.

Gender	N	\bar{X}	S	sd	t	p
Female	115	82.06	19.68	153	1.135	.258
Male	40	78.07	17.60			

As is shown in Table 3, Web 2.0 rapid content development self-efficacy beliefs of female instructors are 82.06, while those of male teachers are 78.07. Independent measures t-test was used to determine whether there was a significant difference between these scores in terms of the gender variable. Analysis results indicated no significant difference in terms of the gender variable ($p > .05$). Although the number of female teachers ($N=115$) participating in the study was higher than the number of male teachers ($N=40$), the self-efficacy mean scores were found to be quite close to each other. Based on this finding, it can be said that female instructors who teach Turkish as a foreign language have higher rapid content development self-efficacy in Web 2.0 tools.

Findings related to the second problem: The results of the ANOVA test of the scores were used for the second problem of the study. The source of the significant difference between the groups was tested with the Tukey test. Findings are given in Table 4.

Table 4. The scores of instructors who teach Turkish as a foreign language (W2SEBS) and the ANOVA test results for the education level variable.

Level of education	N	\bar{X}	S	sd	F	p	Significant difference between groups (Tukey)
Graduate	44	74.29	20.20	2-152	4.323	.015*	1-2
Postgraduate	94	84.36	17.16				
Doctorate	17	80.11	23.33				
Total	155	81.03	19.19				

* $p < .05$ significant

As is shown in Table 4, the ANOVA test was used to determine whether there was a significant difference between the total scores (W2SEBS) and the instructors' education level. According to ANOVA test results, the W2SEBS mean scores were 74.29 for the instructors who had an undergraduate degree; 84.36 for the instructors who had a master's degree, and 80.11 for instructors who had a doctoral degree. The self-efficacy beliefs of instructors who had postgraduate a degree were found to be higher than those of instructors who graduated from other education levels. Although the number of doctoral graduates was low, their mean score close to that of the master's graduate teachers can be explained by the high awareness of distance education as a result of further research at the doctoral level. Web 2.0 rapid content development self-efficacy beliefs of the instructors show a significant difference ($F(2-152)=4.323, p < .011$) between graduate and postgraduate teachers. When the arithmetic mean scores were examined, this difference was found to be in favor of

postgraduates (84.36). The graph regarding the difference between the education levels of the instructors and their Web 2.0 rapid content development self-efficacy scores is given in Figure 1.

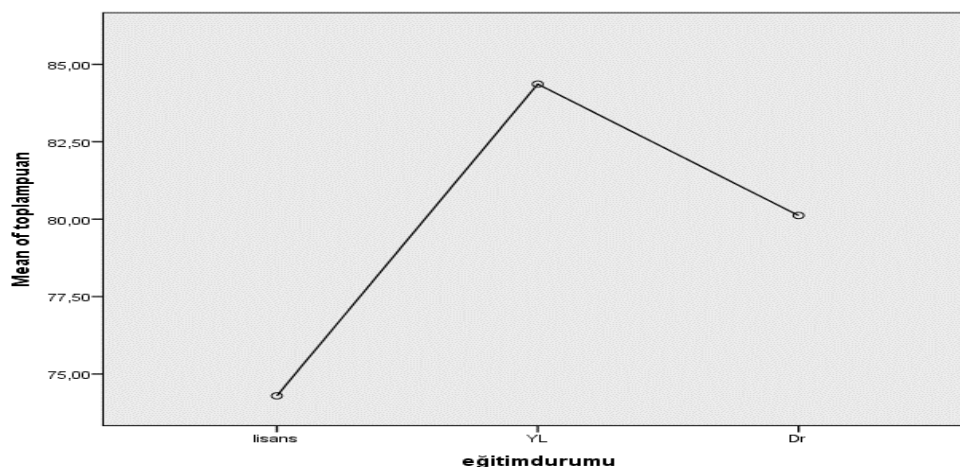


Figure 1. The relationship between the W2SEBS scores of the teachers and their education levels.

Findings related to the third problem: The ANOVA test results were used for the third problem of the study. The source of the significant difference between the groups was tested with the Tukey test. Findings are given in Table 5.

Table 5. The scores of instructors who teach Turkish as a foreign language (W2SEBS) and the ANOVA test results for the experience variable.

Experience	N	\bar{X}	S	sd	F	p	Significant difference between groups (Tukey)
0-1 years	30	73.20	21.82				
2-4 years	80	82.45	17.78	2-	3.262	.041*	1-3
5+ years	45	83.75	18.82	152			
Total	155	81.03	19.19				

*p<.05 significant

Table 5 shows ANOVA test results regarding the presence of a significant difference between the total scores of the instructors (W2SEBS) and their experiences. According to ANOVA test results, the W2SEBS mean score of the beginner instructors was 73.20; the mean score of the instructors with 2-4 years of experience was 82.45, and the mean score of the instructors with 5 years or more experience was 83.75. A significant difference was detected between the Web 2.0 rapid content development self-efficacy beliefs of the instructors and their experience; the difference was in favor of the instructors with 5 years or more experience ($F(2-152)=3.262, p<.050$). These findings show that as the experience of instructors teaching Turkish as a foreign language increases, their self-efficacy beliefs in preparing content for Web2.0 tools also increase. It can be said that especially the instructors who have been working for 5 years or more have a high awareness of distance education and are more confident than other instructors in preparing materials and content for online teaching

environments. The relationship between the instructors' experiences and their Web 2.0 rapid content development self-efficacy scores is shown in Figure 2.

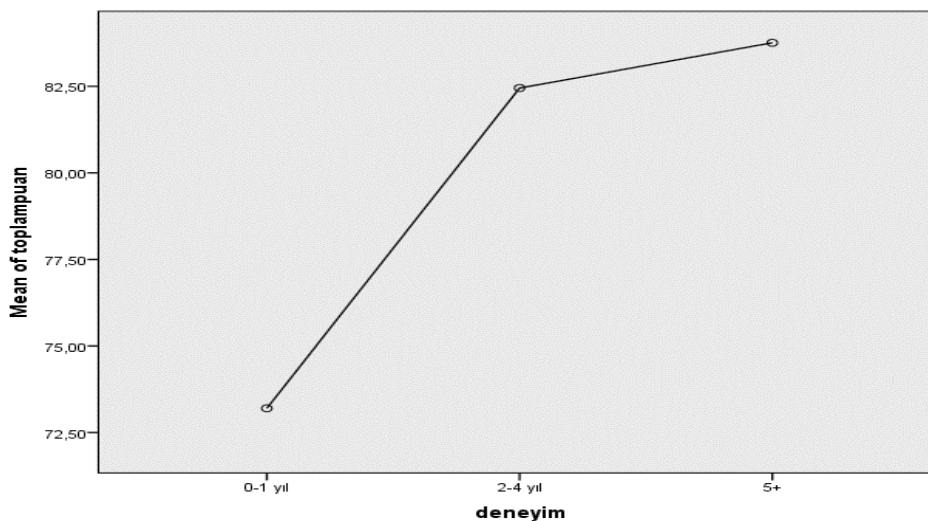


Figure 2. The relationship between the W2OYİÖ scores of the instructors and their experiences.

Findings related to the fourth problem: The t-test results of the scores were used for the fourth problem of the study. Findings are given in Table 6.

Table 6. The scores of instructors who teach Turkish as a foreign language (W2SEBS) and the t-test results regarding the pre-COVID distance education experience variable.

Do you have any pre-COVID distance education experience?	N	\bar{X}	S	sd	t	p
Yes	51	86.35	17.44	153	-2.453	.015*
No	104	78.43	19.55			

*p<.05 significant

The distance teaching of Turkish as a foreign language, which was not common before the COVID-19 pandemic, has led to the transition of Turkish to distance education by TÖMERs and other relevant institutions with the global epidemic. After the pandemic, the level of awareness of distance education environments, materials, and other elements has increased considerably in both students and instructors compared to before. Therefore, one of the problems of the study was whether the instructors had distance education experience before the COVID-19 pandemic. The t-test was used to test the difference between the distance education experiences of the instructors before COVID-19 and their (W2SEBS) scores. As Table 6 shows, the number of instructors who had the experience of teaching Turkish as a foreign language remotely (N=51) before the COVID-19 epidemic was 51 while the number of those who had no experience was 104. The mean scores of both groups (W2SEBS) were examined; although the number of those with experience is about half of those without experience, Web 2.0 rapid content development self-efficacy beliefs were higher in those who had experience (86.35) than those without experience (78.43). Analysis results indicated a significant

difference between their beliefs [$t(153)=-2.453$, $p<.015$] in favor of those who had pre-COVID-19 experience (W2SEBS). Hence, it can be concluded that the distance education experience enabled the instructors to feel more confident while preparing content in digital environments.

Findings related to the fifth problem: In the fifth problem of the research, t-test was utilized to find out whether there was a significant difference between the Web 2.0 rapid content development self-efficacy of those who taught Turkish as a foreign language and the variable of receiving training in the use of technology in language teaching. Findings related to this are given in Table 7.

Table 7. Self-efficacy scores of instructors who teach Turkish as a foreign language (W2SEBS) and t-test results for the receiving training in the use of technology in language teaching variable

Receiving training in the use of technology in language teaching	N	\bar{X}	S	sd	t	p
Yes	52	84.48	19.41	153	-1.594	.113
No	103	79.30	18.93			

T-test was utilized to test the difference between the Web 2.0 rapid content development self-efficacy beliefs of the instructors and whether they had received training in the use of technology in language teaching. According to Table 7, the number of those who received training in the use of technology in language teaching is 52 and the number of those who did not is 103. When the arithmetic mean scores of the groups were examined, it was found that although the number of those who received training was less than those who did not, the Web 2.0 rapid content development self-efficacy beliefs of the instructors who received training (84.48) were higher than those of instructors who did not (79.30). This finding, which is in favor of those who received training in terms of mean scores, was not high enough to create a significant difference. Table 7 shows no significant difference between the mean scores of those who received training in technology use in language teaching and those who did not [$t(153)=-1.594$, $p>.113$]. According to the mean scores, receiving training in the use of technology in language teaching increased the teachers' self-efficacy for Web 2.0 tools, or in general terms, content development for digital environments.

Findings related to the sixth problem: ANOVA test results of the scores were used in the sixth problem of the study. The source of the significant difference between the groups was tested with the Tukey test. Findings are given in Table 8.

Table 8. ANOVA results of the self-efficacy scores of instructors who teach Turkish as a foreign language (W2SEBS) and the success of distance teaching of Turkish to foreigners.

Is distance teaching of Turkish to foreigners successful?	N	\bar{X}	S	sd	F	p
Yes	23	86.08	23.41			
I'm undecided	92	81.70	81.70			
No	40	76.60	86.08	2-152	1.944	.147
Total	155	81.03	81.03			

Table 8 presents ANOVA test results regarding the presence of a significant difference between the total scores (W2SEBS) and the success of distance teaching Turkish to foreigners. While 23 of the instructors were found to think that the distance teaching of Turkish as a foreign language was successful, 40 of them thought that it was unsuccessful. The majority of the participating teachers (N=92), on the other hand, stated that they were undecided on this issue. When the mean scores of the groups were examined, the self-efficacy mean scores were found 86.08 in those who found distance teaching of Turkish to foreigners successful, 81.70 in those who were undecided, and 76.60 in those who found it unsuccessful. Although the number of those who found the distance teaching of Turkish to foreigners successful was low in number, this group had the highest Web 2.0 rapid content development self-efficacy beliefs. Based on this finding, it can be concluded that the idea of being successful is a factor that increases self-efficacy. No significant difference was found between the teachers' Web 2.0 rapid content development self-efficacy beliefs and their views on the success of distance teaching of Turkish to foreigners ($F(2-152)=1.944$, $p>.147$). Although the difference was not high enough to make it significant, the perception of being successful increased the self-efficacy belief. The figure of the analysis results is given below.

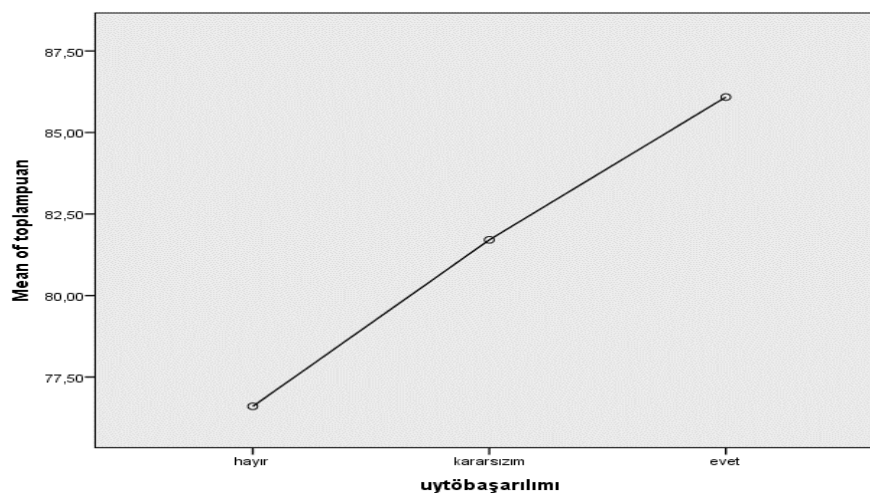


Figure 3. The relationship between the W2SEBS scores of the instructors and the success of distance education of Turkish as a foreign language.

Findings related to the seventh problem: ANOVA test results of the scores were used for the seventh problem of the study. The source of the significant difference between the groups was tested with the Tukey test. Findings are given in Table 9.

Table 9. ANOVA results of self-efficacy scores of instructors who teach Turkish as a foreign language (W2SEBS) and their willingness to continue distance education after COVID-19.

Desire to continue distance education after COVID-19	N	\bar{X}	S	sd	F	p	Significant difference between groups (Tukey)
No	53	73.84	22.10				
I'm undecided	19	76.26	19.50	2-152	8.746	.000*	1-3
Yes	83	86.72	15.06				
Total	155	81.03	19.19				

*p<.05 significant

Table 9 demonstrates ANOVA test results on the presence of a significant difference between the total scores (W2SEBS) and instructors' willingness to continue distance teaching of Turkish to foreigners after COVID-19. Of all the participating instructors, 53 did not want to continue distance teaching after the COVID pandemic, 19 were undecided, and most of the study group, 83 instructors, reportedly wanted to continue. When the mean scores for self-efficacy were examined, those who said "yes" were found to have the highest mean score (86.72) and those who said "no" were found to have the lowest mean score (73.84). Whether there was a significant difference between the mean scores was tested with the ANOVA test. According to the analysis results, a significant difference was found between those who did not want to continue distance education after COVID and those who wanted to, in favor of those who said "yes" ($F(2-152)=8.746, p<.000$). It was concluded that the desire to continue distance education positively affected the perception of Web 2.0 rapid content development self-efficacy and increased this belief. The figure for this is given below.

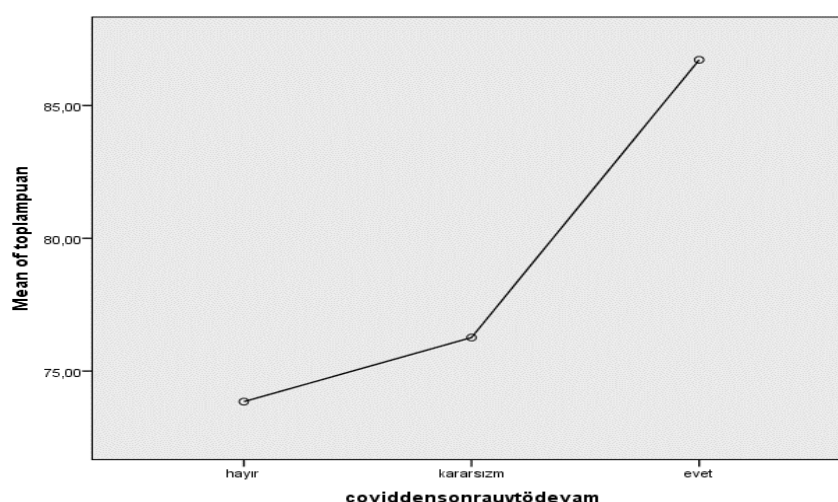


Figure 4. The relationship between the W2SEBS scores of the instructors and their willingness to continue teaching Turkish as a foreign language after COVID-19.

Conclusion and Discussion

The results of this study, which examined the self-efficacy of instructors who teach Turkish as a foreign language for educational Web 2.0 rapid content development, indicated no significant difference between the self-efficacy of the instructors in terms of the gender variable, but according to the mean scores, female teachers had higher self-efficacy (82.06) than male teachers (78.07). In the study conducted with pre-service teachers, Onbaşılı (2020: 104) also reported that gender did not have a significant effect on Web 2.0 tools rapid content development self-efficacy. Meriç (2014) and Sakin and Yıldırım (2019), who examined the technological pedagogical content knowledge self-efficacy of teacher candidates, reported that gender did not make a significant difference in terms of technological pedagogical self-efficacy. The results obtained in this study are similar to the results reported in the literature. Eren, Avcı, and Kapucu (2015) found that the perceptions of teacher candidates' proficiency in developing content for practical tools did not differ significantly according to the gender variable; however, they concluded that women's perception of necessity was higher than that of male candidates. Although the gender variable did not make a significant difference in content preparation, the efficacy perceptions of female instructors were higher than those of males.

Analyses performed according to the education level of the participants, which is another variable of the study, indicated a significant difference between instructors who had an undergraduate degree (74.29) and those who had master's degree, in favor of the participants with master's (84.36) degree; scores of the instructors who had a doctoral degree (80.11) indicated no significant difference. Web 2.0 tools of postgraduate and doctoral level teachers are considered to be higher because the research process starts in postgraduate education and further increases during master's and doctorate education, leading to higher self-efficacy for rapid content development. Eser (2020: 132) reported that as the grade levels of teacher candidates increase, their Web 2.0 rapid content development self-efficacy increases. As the level of education increases, awareness of Web 2.0 tools also increases. This view is supported by the study conducted by Karakuş and Er (2021: 195), indicating that the 21st century skill levels get higher as the education levels and experiences of teachers increase.

The experience of the participants in teaching Turkish to foreigners was also taken as an independent variable in this study. Analysis results indicated a significant difference between those who had been teaching Turkish to foreigners for 5 years or more and those who had just been teaching Turkish for less than 5 years in favor of those who had been teaching for 5 years or more. In other words, as experience increases, rapid content development self-efficacy for Web 2.0 tools also increases positively. In the study examining the relationship between teachers' self-efficacy for Web 2.0 tools and their use of these tools in teaching, Alhassan (2017) determined a negative, significant relationship between teachers' ages and their use of Web 2.0 tools in the teaching process. This result indicates that older teachers use Web 2.0 tools less in the classroom. Kavanoz, Yüksel, and Özcan

(2015) remarked that the self-efficacy perceptions of English preparatory class teachers towards web pedagogical content information did not make a significant difference according to the experience in the profession variable. They stated that it was affected by the fact that the participants had a similar level of knowledge of preparing content for web tools. Keeping up-to-date and improving the knowledge and skills of those who teach Turkish as a foreign language in preparing content for technological tools in faculties and in-service training is important in many respects.

A significant difference was detected between the Web 2.0 rapid content development self-efficacy of the instructors who had distance education experience before the COVID-19 pandemic and the self-efficacy of those who did not have distance education experience, in favor of those who had experience. The instructors with distance education experience seem to adapt to this process quickly and have the potential to be better than other instructors in developing content for Web 2.0 tools.

The number of those who did not receive training on the use of technology in language teaching was 103 and the number of those who received training was 52. Although the number of those who did not receive training was high, no significant difference in Web 2.0 rapid content development self-efficacy between the two groups was a remarkable finding.

There was a significant difference between the Web 2.0 rapid content development self-efficacy scores of those who wanted to continue the compulsory distance education activities after the epidemic and those who did not want to continue. The Web 2.0 rapid content development self-efficacy of those who said “distance education should be continued” after the pandemic was 86.72. Hence, a significant part of the instructors thinks continuing the distance Turkish education is problematic even when the compulsory conditions are eliminated.

Technology, which is encountered in all areas of life, has recently affected human life more directly and strongly. In this regard, educational institutions, classes, students, and instructors; namely, all stakeholders of education have been affected. While this effect has sometimes been positive, sometimes it has brought some problems. The necessity of teaching Turkish as a foreign language in digital environments effectively and efficiently has been understood much better. The web 2.0 tools used in the classroom in the foreign language teaching process were reported to improve the comprehension and expression of language skills of individuals (Mohammed, Assam & Saidi, 2020). Hence, the development of the content becomes prominent by separating it from other processes. Content development for teaching tools is only one step in this process. It is extremely important that this stage is operated well and that the content produced is suitable for the target audience, the pedagogical principles and characteristics of the Turkish language, and the digital environment in which it is given. The relevant departments of universities should enrich teacher education programs with technology-oriented courses, and teacher candidates should be trained with

this awareness. In addition, providing in-service training to the instructors who are currently on duty could also fill an important gap. Thus, it will be ensured that the distance teaching of Turkish as a foreign language is carried out effectively. It is thought that the high self-efficacy and awareness of the instructors will directly affect the content produced and thus the success of the students. However, there is a need for experimental studies to test the accuracy of this view. Moreover, designing the printed materials produced to be adaptable and usable in digital environments will provide an opportunity to prepare Turkish language teaching for future developments today.

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